

SDASP Update

South Dakota Association of School Psychologists

January 2011



Fall Conference Edition

Inside this issue:

Conference Highlights	2
Deep Brain Learning	3
From the Editor	4
SDASP Student News	
NASP Regional Conference	5
School Psych of the Year	
From the President	6
NASP Resources Online	7
NASP Approved Provider	8
Review of the SSIS	
In the Trenches	9
Conference Photos	10
The School Neuro-psychologist	11 12
SDASP Membership Application	13
SDASP Executive Board	14

Genetic and Environmental Influences on Child Psychopathology and Wellness

Dr. James Hudziak, MD, professor in psychiatry, medicine, and pediatrics, and director of Child Psychiatry and Behavioral Genetics at the University of Vermont, shared a wealth of information with conference attendees. He is well renowned in the field of genetics and has done extensive research relative to the genetics of child psychiatric disorders.



Dr. Hudziak made the convincing argument that the best way to improve health overall is to improve emotional/behavioral health. Children who have an early history of abuse, strife, neglect, and harsh discipline are four times more likely to suffer from depression, drug abuse, and anxiety. In adulthood, those same children develop diabetes, heart disease, and obesity. Research is showing that events can literally change how the genes work, resulting in behavioral changes; for example, poverty can change a mother's ability to

be the mother that she needs to be.

(continued on page 2—Genetic and Environmental Influences)

See inside this issue for more conference highlights. . .

Wallace Jackmon, PhD

“Conduct Disorders in Children and Adolescents”

Dr. Larry Brendtro

“Deep Brain Learning: Pathways to Potential with Challenging Youth.”

(Continued from Page 1) Genetic and Environmental Influences

He posed the question, “Does it make sense to treat only the child when environment contributes as much to risk as genes?” He suggested that we need to get children’s brains “fatter quicker,” through music, language, and sports. He stressed that every single child should study sports and music, rather than just the top few percent. Studies have shown that the child likely to get the most advantage from sports training is the anxious little girl. She is also the least likely to be involved in sports. Research also shows a significant and negative rela-

“Does it make sense to treat only the child when environment contributes as much to risk as genes?”

tionship between reading and aggression. He suggested that parents should require children to spend an amount of time reading equal to the amount of time spent on

electronics.

When measuring mental health needs, the DSM-IV is faulty in that it doesn’t take into account the severity of symptoms. Variance is not considered. A dimensional approach is needed as in the use of an instrument like the CBCL, which Dr. Hudziak referred to as an “emotional EKG.” He went on to describe programs that are using evidence based interventions to treat families, such as the Vermont Family Based Approach, the Avera Family Wellness Program, and Bright Futures.

More Conference Coverage....

Conduct Disorders in Children and Adolescence



Wallace Jackmon, LCSW, PIP, Ph.D., currently a clinician with the Avera Behavioral Health Center and Avera University Psychiatry Associates in Sioux Falls, SD, gave an overview of Disruptive Behavior Disorders (DBD). Children with DBD exhibit problems processing social information, anticipate fewer consequences, and don’t experience a consistent relationship between behavior and consequences. They violate the basic rights of others or social norms. High risk factors include young mothers without a high school diploma and absent fathers. Schools that are effective in working with youth who have DBD have staff who express an interest in

students beyond their subject matter.

Students with DBD require support in acquiring affective skills, the ability to self-monitor, communication skills, and increased social perspective. Therapy by itself or a school-based program by itself is not effective. What is needed is a multi-faceted wrap-around approach that includes parent training. Social skills training is highly effective when used in a multi-faceted approach. Dr. Jackmon listed nine social skills that all children need— smiling, greeting, joining, inviting, conversing, sharing, cooperating, complimenting, and grooming. Children with DBD often need skills explicitly taught.



Conference Shots



Left: Drawing for door prizes and lots of them

Above: Delicious catered meal
Right: NASP materials galore



More on the conference....

Deep Brain Learning: Pathways to Potential with Challenging Youth



Dr. Larry Brendtro, Keynote Speaker, making a point

Larry Brendtro, Ph. D. spent the second day of the conference revealing universal evidence-based principles for success with challenging children and youth.

Dr. Brendtro earned his doctorate in education and psychology from the University of Michigan. In addition to various university teaching positions, he has written a dozen books and is senior editor of the journal, *Reclaiming Children and Youth*. For fourteen years, he was president of Starr Commonwealth serving troubled children and youth in Michigan and Ohio. He is currently Dean of the Starr Institute for Training.

Excerpts from Dr. Brendtro's book *Deep Brain Learning*

"Deep brain learning is a quest for lasting positive change and growth. Many youth today are concerned with looking good rather than doing good in the world. Our schools cannot challenge students to pursue *learning goals* to master life's challenges when we are obsessed with *performance goals* to raise test scores. Behavior management systems that merely

manipulate the surface behavior of youth will never build deep values and controls from within.

How do we help young people wrestle with the big questions in their lives? The psychiatrists who authored *A General Theory of Love* offer this list of fundamental questions which merit our attention:

What are feelings and why do we have them? What are relationships and why do they exist? What causes emotional pain and how can it be mended?... How should we configure our society to further emotional health? How should we raise our children and what should we teach them?"(pp. xiv-xv)

Modern society mass produces disconnected children. Throughout most of human history, the young were raised in close kinship communities. But today's nuclear family reduces social support to one or two biological parents. In response, many youth turn to peers to meet their primary needs for belonging..... The thinking, values, and identity of many modern youth

are being shaped by the subculture of the immature." (pp. 1-2)

Dr. Brendtro's philosophy and training presents principles that will lead to transformational change in children of challenge.

BE AHEAD OF THE GAME

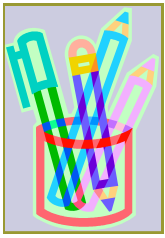
RENEW YOUR MEMBERSHIP NOW!

Your 2010-2011 membership will expire on September 30th. A 2011-2012 membership form can be found in this newsletter.

(Membership form on page 12)

"If you only have a hammer, you tend to see every problem as a nail."

~Abraham Maslow
(1908-1970),
American psychologist



From the Editor:

Thanks to those of you that submitted articles for this edition of the SDASP Update. This is my third edition of the *SDASP Update*. I can't say that it gets any easier with practice, but I can say that I am getting to know our board members better. I think it must be a sign of a good school psychologist when you can email a question to one or a few of them any time of the night or day and get a response within minutes. We have such a congenial group of people who work together through the year to make changes for the better and to plan for our annual conference. Kudos to all of you who do the behind the scenes work necessary to make our state organization effective.

We had an amazing group of speakers at our conference this past fall. I tried to summarize some of their main points in this issue; however, nothing can replace the experience of having been there. I am looking forward to our next conference in Aberdeen. Planning is already in the works and our president has tentative plans for a well known speaker to address response to intervention and also a presentation on law and ethics to provide required training for those seeking NCSP recertification. Newsflash!! SDASP is now a NASP approved provider of training for NCSP continuing education. Thanks to Ericka Kotab for getting the application process completed. Just one more reason to attend the next conference scheduled for September 22nd and 23rd of 2011. Mark your calendar.

I would challenge all psychology students out there to send essays or summaries of research or projects they have completed. Let the rest of the state know what you are up to. For publishing, please send your work to coralee@rap.midco.net

SDASP Student News

Bruce Rens Scholarship announcement from our University of South Dakota Liaison:

“It is my pleasure to announce that Garry Wickerd has been awarded a \$500 student travel award from SDASP. Thank you to Roxana and the SDASP Board. Have a great time in San Francisco, Garry.”

Nicholas Benson, Ph.D., NCSP
Assistant Professor and Program Coordinator
School Psychology
University of South Dakota



USD students Rachael Heisterkamp and Whitney Meyer assisted with registration at the fall conference.

President-Elect Attends NASP Regional Conference

"I would like to thank SDASP for sponsoring my attendance at the NASP Regional Meeting in St. Louis, November 12-13. As President-Elect, I appreciated the opportunity to gather with regional and national leaders. Kathleen Minke (NASP President) and Rhonda Armistead (NASP Professional Standards Program Manager) put together a great meeting.

My take away messages were to:

1. Continue building relationships with local and state leaders,
2. Actively promote our profession, and
3. Provide diverse services that align with NASP's Practice Model.

One presenter said, "If you aren't at the table, you are probably on the menu." Given economic times, we need to take every advantage to "advertise" our knowledge, expertise, and the variety of skills we can offer. The NASP Practice Model outlines skills and services available from school psychologists across 10 do-



Kristi Kafka,
SDASP President-Elect

main domains of practice. To me, the Practice Model is a way to maintain the integrity of our profession and ensure continued relevance.

If you would like to learn more, see: <http://www.nasponline.org/standards/practice-model/>.

Thanks again for the opportunity to attend the Regional Meeting!"

One presenter said, "If you aren't at the table, you are probably on the menu." Given economic times, we need to take every advantage to "advertise" our knowledge, expertise, and the variety of skills we can offer.

South Dakota School Psychologist of the Year: Penny McCormick

Congratulations go out to Penny McCormick, who was selected as the South Dakota School Psychologist of the Year

Penny S. McCormick-Gilles has been employed at Mid Central Educational Cooperative since 2000, and has been the Special Education Director since 2007. She received her undergraduate degree in Psychology from Minnesota State University-Mankato and a graduate degree in School Psychology from the University of La Crosse, Wisconsin. She is a Nationally Certified School Psychologist. Following graduate school she worked for 8 years at Community Counseling Services in Huron, SD. Penny was also an adjunct professor at Huron University where she taught psychology classes. She finds that working with the 13 schools in the cooperative to be an exciting job, as special education rules and regulations are always evolving.



Alyssa Larson presents the School Psychologist of the Year award to Penny at the SDASP Conference

"There are no words to express how much it means to me to have received the 2010 School Psychologist of the Year award. Our profession means so much to me and over the years I have been proud to tell people what I do (even though I then have to explain "no, I am not a school counselor).

In the last 7 years I have had the opportunity to visit many schools in the state and have seen firsthand the quality of services being provided by SDASP members. While I got special recognition this year, all of you deserve acknowledgement for the work you do every day. Thank you so much, Penny McCormick-Gilles"

From the President:



Humor for the Dark Days of January

Greetings from Aberdeen

After digging out from our New Year's Eve blizzard, I realized that winter vacation was over! I ran across this and thought I might share. Living in South Dakota, you might appreciate the following:

(Post by Danny Banany at <http://www.city-data.com/forum/south-dakota/226604-you-might-live-south-dakota.html>)

You know you're from South Dakota when:

You can drive for hours on the highway and not touch the steering wheel.

If someone in a store offers you assistance, and they don't work there, you might live in South Dakota.

If you have worn shorts and a sweater at the same time, you might live in South Dakota.

If your town has an equal number of bars and churches, you might live in South Dakota.

If you think that ketchup is a little too spicy, you might live in South Dakota.

You measure distance in hours. (<--- VERY true)

You know all 4 seasons: Almost winter, winter, HOT HOT HOT, and winter again.

Several people have hit deer more than once. (Done that!)

You often switch from "heat" to "A/C" in the same day and back again.

You can drive 65 mph through 2 feet of snow during a raging blizzard, without flinching.

You see people wearing hunting clothes at social events.

You install security lights on your house and Garage and leave both unlocked.

You carry jumper cables in your car and your wife knows how to use them.

Where men are men and so are the women.

You design your kid's Halloween costume to fit over a snowsuit.

Driving is better in the winter because the potholes are filled with snow.

You know all 4 seasons: almost winter, winter, still winter and road construction.

You find 0 degrees a little chilly.

The local gas station sells live bait.

It takes 30 seconds to reach your destination and it's clear across town.

Your idea of a traffic jam is ten cars waiting on I-90 for the "follow me" car to come back during road construction.

Your school classes were canceled because of cold. And cold means 10 below zero.

Pop is a Coke and soda involves ice cream and root beer.

You plug your car in at night, but it's not to charge the batteries.

How about when your loyalty to Keloland divides you from your neighbor who watches KSFY.

You could always count on the local truck stop.

Aside from pheasants, mosquitoes are the state bird.

You've been to an ice hockey game.

You've been snowmobiling.

You know how the wind chill factor works.

You constantly make fun of North Dakota.

You keep an ice scraper in your back seat.

You've ever built a snowman.

You consider 50 degrees in March a warm day.

(Ok, so most of the stereotypes are true, who cares, we're proud of it.)

Wishing you all a Happy New Year and a great 2011!

Be safe on the roads,

Roxana Uttermark, President

*"When I look at the
world*

*I'm pessimistic,
but when I look
at people*

I am optimistic."

~Carl Rogers

(1902-1987),

American psychologist

[This spot could be yours
in the next SDASP Update!](#)

Please submit:

- thoughts from the executive board,
 - area representative news,
 - conference/training reviews,
- input from graduate students (who are you, what led you to this field, ups and downs, pictures: no contribution is too small),
 - legislative updates,
 - website news,
 - SDASP Meeting minutes,
 - reports from NASP delegates,
 - in-the-field topics, tips, and tricks,
 - pictures of psychologists in action

[Email contributions to coralee@rap.midco.net.](mailto:coralee@rap.midco.net)



NASP RESOURCES ONLINE

The latest issue of *School Psychology Forum* is now available online at

<http://www.nasponline.org/publications/spf/spfissues.aspx>

The 'research to practice' oriented articles in this issue address school-based therapeutic interventions, graphing single-case data, and promoting prosocial behavior in preschool.

NASP has developed *School Psychologists: Improving Student and School Outcomes*, a document which links to specific things that school psychologists do, with associated research outcomes and expectations. This is a great resource to help make sure elected officials, school board members, principals, colleagues, and the families of the students you serve know the importance of the work you do. The document can be downloaded at www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf.

Learn tips for collaborating with medical professionals in NASP's latest podcast, featuring one of the editors of the pediatric disorders series, Steve Shaw. Access the podcast and more at

www.nasponline.org/resources/podcasts/index.aspx.



SDASP Becomes NASP Approved Provider

SDASP became a NASP Approved Provider of Continuing Professional Development (CPD). Recent changes to the NCSP Renewal requirements include a rule that 10 of the 75 required continuing professional development credits be obtained from a NASP approved provider. Furthermore, NCSPs must obtain 3 hours of CPD regarding ethical practice and/or the legal regulation of school psychology.

Thanks to Ericka Kotab for preparing the needed documentation and getting the application process completed.

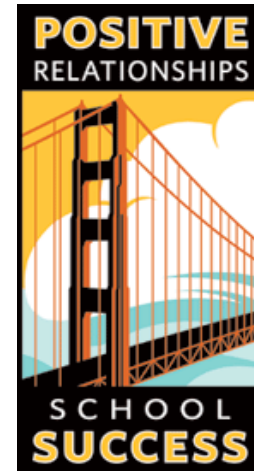
According to the NASP website, “the NASP-Approved Provider System was created to assist school psychologists in obtaining quality professional development. NASP-approved providers must demonstrate that their offerings align with NASP practice guidelines, are provided by qualified professionals, and are intended to enhance professional competencies, skills, or knowledge.”



NASP 2011 Annual Convention

February 22–25, 2011

Hilton San Francisco Union Square
San Francisco



Review of the Social Skills Improvement System (SSIS)

(Reprinted from *School Psychology Minnesota*, Winter 2010-11)

By Lindsay Rekstad,
St. Cloud Public Schools

When considering a Response to Intervention (RtI) model, educators are consistently looking for intervention options that are specific to the behavior(s) of concern. At times it can be difficult to determine what skills a student may be lacking and how to effectively design intervention(s). Upon review of the Social Skills Improvement System (SSIS), the replacement of the outdated Social Skills Rating System, my colleagues and I found this assessment has the potential to be a viable asset within an RtI model.

Although the SSIS came out in 2008, some districts are unaware of the benefits it can offer. The SSIS Rating Scale is available in teacher, parent and student forms to provide compre-

“...my colleagues and I have found this assessment has the potential to be a viable asset within an RtI model.”

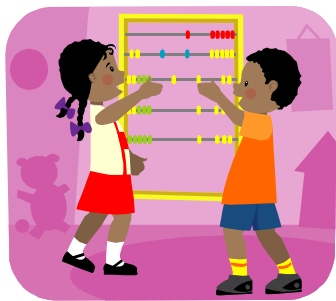
hensive information on skill areas across multiple settings. The forms bear some similarities to the Behavioral Assessment System for Children-Second Edition. Teacher and parent forms can be used with students ages 3 to 18, while student forms are available for students ages 8 to 18. Conveniently, the form is not too lengthy and can be hand or computer scored. Results are reported on three scales: Social Skills, Problem Behaviors, and Academic Competence. The Social Skills Scale includes subscales for Communication, Cooperation, Assertion, Re-

sponsibility, Empathy, Engagement, and Self-Control. Problem Behaviors consists of Externalizing, Bullying, Hyperactivity/Inattention, Internalizing and Autism Spectrum subscales. The Academic Competence Scale is formulated from teacher rating scale responses.

This assessment generates scores as well as identifies deficits within skill areas. Identified deficits are able to be addressed specifically through interventions included in the SSIS Classroom Intervention Program. The Intervention Guide is designed to be used with students who demonstrate social skills deficits and have failed to respond successfully to class-wide social skills instruction or behavioral programming. The interventions are intended to be used within the general education classroom with consulta-

(continued on page 9—SSIS)

SSIS (continued from page 8)



tive support from school psychologists, behavioral interventionists, etc. Interventions focus on Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement and Self-control. Based on what skill deficits are present with each student, intervention unit numbers are provided for the appropriate interventions on the test printout. The interventions are generally implemented in two sessions per week for 6 to 8 weeks. The interventions are

based around a multi-tiered step approach and can be used universally with small groups or at the individual level. It is recommended, as always, to start at the universal level and to increase the intensity of intervention based on success.

Case study examples in the manual help users understand how the process works and how different intervention units can be used at the same time. Forms are readily available within the intervention guide that can be used for progress monitoring, assessing intervention integrity, and gaining parent permission.

Although we do not have much information on how the SSIS is being used elsewhere and its effectiveness, our team has been very intrigued by the possibilities the SSIS can offer us in terms of early intervention.

Forms are readily available within the intervention guide that can be used for progress monitoring, assessing intervention integrity, and gaining parent permission.

In the Trenches

(Reprinted from *School Psychology Minnesota*, Winter 2010-11)

By Patrick Russell, St. Cloud Public Schools



C-TONI? See Tony run? See Tony trip and fall and get WISCed away by the strong current of the swiftly flowing steam? See Tony splash and frantically make his way to a strange looking UNIT by which he is able to float safely all the way to STANFORD where he is asked, "BINET hard day?" Fortunately we see Tony wake up to the crowing of farmer JOHNSON's WOODCOCK to find it was all a bad dream, so therefore he decides to go outside where he can BASC in the sun's warmth. However, unknown to Tony, the notorious German villain, Heir ACHENBACH, has teamed up with that terrorist group often linked to Palestinian President ABAS to destroy all the wine making capabilities in the area, including torching all the VINELANDs. But little does this group know that Tony has an extremely high IQ and is able to come up with an ingenious IDEA to thwart their plans. How does he do it you ask? You see, Tony uses EARLY INTERVENTION!

SDASP Conference in Sioux Falls



The Washington Pavilion

The 2010 SDASP Conference was held at the Washington Pavilion in Sioux Falls and was the result of many hours of planning. Thank you to John Ratzloff, Past-President, for heading up the planning and nailing down speakers



Dr. Brendtro and John Ratzloff, Past-President



Conference Attendees: From Left - Anita Winter, Roxana Uttermark, Cammie Clark, Connie Tucker, Bev McLeod



Nicholas Benson, USD Liaison



Conference attendees were given a tour of the Career and Technical Education Academy, Sioux Falls



Board Meeting, From Left: Jolene Keckler, SE Area Representative; Kari Oyen, Treasurer; Alyssa Larson, NE Area Representative



Kara Kurtz, Harrisburg



Jolene Keckler, SE Representative



Rick Picasso and El Unruh during a break



Cora Lee Alley, Editor



The School Neuropsychologist

By William Turton, Psy.D, ABSNP

(Reprinted from *SCHOOL PSYCHOLOGY IN ILLINOIS*, Vol. 32 No. 2: January 2011)

You have an interest in School Neuropsychology but you also realize your knowledge is rudimentary. You have a student who is not responding to RTI, a student who appears to have multiple etiologies, a student who has behavioral and/or social concerns – how and what do you assess? My suggestion – use the School Neuropsychological Model of Assessment (SNP model) proposed by Dr. Daniel C. Miller (2007) in his *Essentials of School Neuropsychology*. While an understanding of the neurophysiology of disorders will help in truly understanding the various psychopathologies and academic deficits and why the interrelationship of various symptoms that initially appear unrelated, the use of the SNP model will help in the diagnostics for not just label, but interventions. The use of the SNP model results in the clinician looking at the total child. Miller (2010) states, “A key concept to understand is that not every child referred ... needs to be tested in each of the areas. The battery of tests, across and within the domains, must be individualized to 1) Ultimately answer the referral questions, 2) Identify a profile of neurocognitive strengths and weaknesses, and 3) Provide information for targeted, prescriptive, and evidence-based interventions” (p. 94). My opinion – this will result in Response to the Right Intervention (Della Toffalo, 2010) and prevent the Watch Them Fail model that can result from RTI without adequate diagnostics!!!

What are the areas that need to be considered? The SNP model looks at, in order: Sensory-Motor Functions, Attentional Processes, Visual-Spatial Processes, Language Processes, Memory & Learning Processes, Executive Functions, Speed & Efficiency of Processing, General Intellectual Functioning, Academic Achievement, and Social-Emotional Functioning.

This column will address the first two areas. Miller (2007) says, “Sensorymotor functions and attentional processes serve as the essential building blocks for all other higher order cognitive processes” (p. 95). Sensory-motor is probably the most over-looked area of functioning, but can be absolutely critical. We need to go beyond the VMI and Bender (yes, I use them, but there is more to be considered). If your evaluation is for ADHD, LD (especially

math), autism or Asperger’s, sensory-motor performance is often tied in with other prefrontal and executive functions. Sensory-motor assessments also give you information regarding hemisphere laterality and subcortical functioning, all critically important in truly understanding these disorders. OT evaluations are helpful, but the Dean-Woodcock Sensory Motor Battery is comprehensive, relatively easy to use, easy to administer and score with practice, and does not have to be interpreted as a neuropsychological test.

Attention is not a unitary process, but is multidimensional (Miller, 2007). The SNP model breaks it down into five subtypes: Sustained Attention (Vigilance), Selective/Focused Attention, Divided Attention, Shifting Attention, and Attentional Capacity. By looking at these subtypes, certain behaviors make more sense and interventions can be designed to be more specific. For instance, students with Asperger’s and/or ADHD often have strengths in divided attention

(probably Left Prefrontal) but deficits in sustained attention (Right Prefrontal), selective attention (Parietal Lobes, probably right), and shifting attention (Anterior Cingulate). With this profile, I would also expect the student to be relatively verbal (possibly rapid speech, pedantic, prosody, or other unusual speech patterns) with positive affect and display possible significant social, pragmatic language, impulse inhibition and math (number sense) problems. The student also may have a relative strength in auditory working memory with weaker visual working memory. The student probably prefers crystallized, over-learned information and can be resistant to the novel and change. Writing is probably difficult even though the student may have adequate reading skills, especially word recognition and fluency. Of course, this is assuming most other cortical areas are intact. (*Note: The reader needs to realize that the above is generalized and that all behaviors result from multiple neuroanatomical structures involving circuits between various cortical and subcortical areas.*) The practicing school psychologist does not need to

My opinion – this will result in Response to the Right Intervention (Della Toffalo, 2010) and prevent the Watch Them Fail model that can result from RTI without adequate diagnostics!!!

The School Neuropsychologist (continued from page 11)

memorize the brain locations of various behaviors, but should start recognizing functional behavior patterns that result from the neurophysiology of behavior so apparent unrelated behaviors are evidence-based patterns that will help in diagnosing and formulating specific interventions not just general. There are many new books that can be used as references with Miller's *Best Practices in School Neuropsychology: Guidelines for Effective Practice, Assessment, and Evidence-Based Intervention* being a good beginning text as it covers so many areas.

Unfortunately most tests of attention do not separate the subcomponents very well. Fortunately there is a little known test that is designed to do just that – the Test of Everyday Attention (TEA-Ch). Unfortunately, it is normed exclusively on Australian children (personal opinion and unpublished feedback from numerous other users is that it appears to discriminate between subtypes). Fortunately, it is being re-normed on US population. I do not address the attentional capacity component of the SNP model, not because I do not recognize the importance, but because all current measures are also measures of working memory. I will continue writing on the SNP Assessment Model in future columns but to get you going, get Miller's *Essentials* and Miller's *Best Practices* previously discussed. Please e-mail me (wturton@thechicagoschool.edu) if you have questions, concerns or comments. I also would like feedback on the column and suggestions for future topics.



References

- Dean, R.S., & Woodcock, R.W. (2003). *Dean-Woodcock Neuropsychological Battery*. Itasca, IL: Riverside Publishing.
- Della Toffalo, D.A. (2010). Linking school neuropsychology with response to intervention models. In D. C. Miller (Ed.) *Best practices in school neuropsychology: Guidelines for effective practice, assessment, and evidence-based intervention* (pp 159-183). Hoboken, NJ: John Wiley & Sons.
- Manley, T., Robertson, J. H., Anderson, V., & Nimmo-Smith, I. (1999). *Test of Everyday Attention for Children*. San Antonio, TX: Harcourt Assessment.
- Miller, D.C. (2010). *Best practices in school neuropsychology: Guidelines for effective practice, assessment, and evidence-based intervention*. Hoboken, NJ: John Wiley & Sons.
- Miller, D.C. (2007). *Essentials of school neuropsychological assessment*. Hoboken, NJ: John Wiley & Sons.



Promoting Competence, Creating Capacity

2011 Dates and Locations:

- Indianapolis, IN - July 11-13
- Atlantic City, NJ - July 25-27

SOUTH DAKOTA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

SDASP MEMBERSHIP APPLICATION

(Membership Year October 1—September 30)

NAME:	JOB TITLE:
ADDRESS: (Zip)	EMPLOYER: ADDRESS: (Zip)
PHONE:	PHONE:
E-MAIL (will automatically receive SDASP & NASP announcements/news):	FAX:
NCSP CERTIFIED: Yes No	NASP MEMBER: Yes No
HIGHEST DEGREE:	TRAINING INSTITUTION:
MAJOR FIELD OF STUDY:	MEMBERSHIP DUES: () \$35 for Regular & Associate () \$10 for Student & Retired
MEMBERSHIP CATEGORY: () Regular (must hold valid SD School Psychologist Endorsement) () Associate (allied fields)	() Retired () Student – To be eligible, your advisor must complete the following.
I am interested in participating in the following SDASP activities: () Leadership Position () State Newsletter/Web Contributor () Membership Committee () PR Committee () Convention/Workshop Planning () Government & Professional Relations Committee () Other	I certify that the above named student is enrolled in a college or university program & is not engaged in full-time employment. ADVISOR'S SIGNATURE: NAME OF SCHOOL:
Send check or money order payable to SDASP to:	Kari Oyen Lennox School District Box 38 Lennox, SD 57039



Editor.....
Cora Lee Alley
Rapid City Area Schools
Email:
coralee@rap.midco.net



SDASP Update is published by the South Dakota Association of School Psychologists for its members. Views expressed in *SDASP Update* do not necessarily reflect the position of the SDASP Executive Board or its members. Test, book, or product reviews and announcements do not imply endorsement by SDASP.

REPRINT AUTHORIZATION: Editors of state school psychology association newsletters, National Association of School Psychologist publications, and other mental health and education organization newsletters in South Dakota may reproduce any article published in *SDASP Update*, provided that the original author, source, and newsletter are credited and any modification of *SDASP Update* material is noted.



- The SDASP Update invites articles, letters, and other items of interest. We need submissions from our readership. Please consider this opportunity. The editor reserves the right to edit articles.

SDASP Executive Board Members

President - Roxana Uttermark
roxana.uttermark@northern.edu

Pres-Elect -Kristi Kafka
kristi.kafka@k12.sd.us

Secretary - Stephanie Nesselhuff
stephanie.nesselhuff@k12.sd.us

Treasurer - Kari Oyen
kari.oyen@k12.sd.us

Past-Pres - John Ratzloff
john.ratzloff@k12.sd.us

NE Rep - Alyssa Larson
alyssa.larson@k12.sd.us

Central Rep - Margaret Pier
margaret.pier@k12.sd.us

Western Rep - Curtis Middleton
curtis.middleton@k12.sd.us

SE Rep - Jolene Keckler
jolene.keckler@k12.sd.us

Student Rep - Kayla Kolander
kayla.kolander@usd.edu

USD Liaison - Nicholas Benson
nicholas.benson@usd.edu

Webmaster - Jennifer Burkett
jennifer.burkett@k12.sd.us

Newsletter - Cora Lee Alley
coralee.alley@k12.sd.us

Delegate - Anita Winter
anita.winter@k12.sd.us

GPR Committee Chairs :

Ruth Fodness
rfodness@mchsi.com

Ericka Kotab (SPAN Contact)
ericka.kotab@k12.sd.us